

GOVERNOR DUMMER

The Archon

Summer 1969



THE WORLD OFF-CAMPUS . . .

New Trustees



John G. Wellman '44



Fabian Bachrach
Richard B. Osgood '53

The Board of Trustees of Governor Dummer Academy has announced the names of two new members of the Board who have been elected for a five-year term of office: Mr. John G. Wellman of Johnsonville, South Carolina, and Mr. Richard B. Osgood of Beverly, Massachusetts.

Mr. Wellman is Director and Vice President of Wellman, Inc., a wool top company of Boston and Johnsonville, and Executive Vice President of Wellman Industries, Inc. of Johnsonville. A member of the Class of 1944 at Governor Dummer, he received a Special War Diploma in 1943 and joined the Armed Forces, serving as a lieutenant-navigator in the Air Force. He is a graduate of the University of North Carolina Executive Program, and is widely travelled in the world's wool-buying markets.

Active in civic affairs, Mr. Wellman is Chairman of the Florence-Darlington Technical Education Center Commission; he is Commissioner for the Pee Dee Area Council, Boy Scouts of America, and is presently serving on the Manpower Advisory Council for the Coastal Plains Regional Commission at the request of the Governor of South Carolina.

He is married to the former Charlottie Abbott-Jones of Baltimore and is parent of a daughter, Linda and three Governor Dummer sons: John, Jr. '66; Gregory '69, and Michael '71.

Mr. Osgood is Financial Vice President and Treasurer and Director of Paine Furniture Company of Boston, and Treasurer and Director of Furniture Warehouse, Inc. A member of the Class of 1953 and longtime worker in Governor Dummer Alumni affairs, he is President of the Alumni Association and in 1967 was appointed Alumni Fellow to the Board of Trustees.

Mr. Osgood received his A.B. degree from Dartmouth College in 1958 and his M.B.A. at the Amos Tuck School of Business Administration. A former security analyst and loan officer at the First National Bank of Boston, Mr. Osgood is a member of the Union Boat Club. He is married to the former Michaele Shearer of Jaffrey, New Hampshire and is the parent of a daughter, Alexandra.

Contents

New Trustees	2
A New Approach	3
Studies Plus	4
Three Students Talk	8
Social Service	11
Helping	14
Three Who Will Be Missed	16
Faculty News	18
The First Ten Years	19
Winter Sports Results	20
Spring Sports Results	21
Fall Athletic Schedule	22
Annual Giving Fund Report	23
From the Alumni	25
Alumni Notes	26
Obituaries	30



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. . . a new approach

At the end of the first year's extracurricular program of culture and service reported on by Mr. Wilkie in the January *Archon*, we pause for review. Without a doubt, the broad base of other-than-classroom experience embraced by the program has provided more opportunities for off-campus action than ever before to our young men whose cry, like that of their peers elsewhere, is often, "Are we really learning to *live* on campus?"

Time is still the most valuable commodity. Time for book learning, time for off-campus learning, time for ath-

letics, time for study. Time, indeed, for a few precious moments alone just to think. What the percentages should be no one really knows.

The first year of any new program must, of necessity, be an experimental year. Now we look forward to the second year, bearing in mind the lessons learned in the year just ended. We are all learning all our lives.

What it all adds up to is *living*.

G. F.



Studies *plus*

the other half of living

by Pierre N. Baratelli



Two years ago Pierre Nino Baratelli, M.A., University of Colorado, and Ph.D. candidate at the University of Texas came to Governor Dummer as an instructor in French. A former college instructor, his interest in the arts did not for long remain unnoticed.

At the outset of the new cultural program, Mr. Baratelli may or may not have realized just how much work lay ahead of him as Director of the Humanities Program, but he soon found out. It is in great part due to his talent for coordination that the program met with such success. In this article, written near the end of his first year in that sometimes harassing but always rewarding position, he follows the trend of "telling it like it is," and brings home to us a bright picture of the achievements of the new cultural program.

THE Humanities Program at Governor Dummer Academy was brought about as the result of a good deal of discussion which culminated during the past summer. The need for such a program had long been recognized, but the problems encountered were many, not the least of which was to decide exactly what it was that we were talking about. What would be the scope of the program? What did we expect such a program to accomplish?

The more the discussions progressed, the more we realized that we were really talking about a program of general culture rather than of one limited to that fantastically broad base called the "Humanities." But the connotations of "Cultural Program" and the rather forbidding picture it evokes of fidgety teen-agers suffering through their fourth hour of *Tristan und Isolde* with still an act to go, forced rejection of that title. And so the title "Humanities Program" was decided upon, with the full realization that it was not quite the correct name but at least did not sound quite so frighteningly high-brow.

Though the program may be misnamed, those involved in its development continued to think of its aims in the wider cultural sense. Indeed, with students across the country vociferously voicing their objections to what seem to them to be non-relevant educational goals, we would have been hard pressed not to think in broad terms.

Our aims, then, were multiple from the start. The program had to be relevant to the interests of the students and to the society of which they are such an important part. There had to be the opportunity for the students to "do their own thing." But also, the program had to take into account the fact that, due to their very ages, the majority of our students were not very much aware of certain aspects of our culture and, whereas they gained knowledge of many of these areas in the class work, perhaps through the program a more direct contact would be possible. We felt that although many of the boys do not care for classical music, for example, a good part of this indifference might indeed stem from lack of contact rather than from reasoned rejection. Personally, I am perfectly willing for a boy not to like opera, but I would like him to be able to tell me *why* he doesn't and this, it would seem, calls for at least minimal familiarity with opera. So the problem of causing awareness and, hopefully, appreciation of different art forms was to be included.

Another very important aspect of the program was to break down the isolation which can so easily develop in a seemingly self-sufficient community like the one on the Governor Dummer campus. Personal and school problems often take on an exaggerated importance while the problems facing the world and mankind recede into a hazy, far-off "out there." This Ivory Tower syndrome can, of course, exist everywhere but the conditions prevailing at Governor Dummer seemed ideal for its flourishing. The number of students asking me whether I really thought that Governor Dummer was "preparing students for life" seemed to me an indication of the extent of the isolation. This question always seems to suggest to me that the student sees himself as being in a state of suspended animation and that his life will begin as soon as he graduates from Governor Dummer. I would rather like to think that here at school a boy is preparing himself for life *by living*. The Ivory Tower is a mental state, and not the result of our school's approach to education, and perhaps the Humanities Program would be able to help a boy to resist the all too tempting withdrawal from the larger realities of the world.

This then was what, in our more idealistic moments, we wanted to try to do with the new program. But how, considering the already heavy schedule, were we to find time to accomplish even a part of these high ideals? After much deliberation, it was decided that the only possibility was to devote one afternoon a week, after classes, to the Humanities Program instead of having the boys go out for athletics every weekday afternoon. By a process of elimination, Thursday was decided upon. The plan then was devised that those students who were planning to attend a performance off-campus that evening would study in the afternoon in order to prepare their lessons for the following day, while the remaining boys would indulge their tastes by attending the programs of some of the numerous on-campus clubs. School wagons and rented buses were to provide the transportation. The program was then ready for its trial by fire.

THE "cultural season" opened on a high level in mid-September with a show in the Art Gallery of Frank Stella lithographs. This show met with critical acclaim both from people on campus and off, and seemed an exciting preview of things to come. The first off-campus trip was to a Thursday evening open-rehearsal of the Boston Symphony with Erich Leinsdorf conducting a program of Smetana, Janacek and Dvorak. The following Thursday was an even more exciting program with a Haydn symphony, and Arthur Grumiaux and Leinsdorf collaborating on Berg's Violin Concerto; and the highlight of the evening being a thrilling reading of Stravinsky's *Sacre du printemps*. The same evening a busload of boys was in Cambridge where the Treteau de Paris was presenting Moliere's *Tartuffe*. Although the majority of the boys had considerable difficulty with the fast-paced French, they were not oblivious to the beauty of the production or of the actresses and, judging by the amount of laughter, the actors were perfectly able to communicate despite the linguistic barriers. The following evening, as part of the Governor Dummer Concert Series, the celebrated Dutch basso, Guus Hoekman, presented a program of song and operatic arias.



Thursday afternoon, October 17, was given over to the clubs so that they might organize and get membership lists made up. That evening a busload of boys went to the Charles Playhouse for a production of John Osborne's *Look Back in Anger*, while another bus took other boys only a block away in Boston to *You're a Good Man, Charlie Brown*, which proved very popular. The following evening Mr. Kenjorski of the English Department spoke of the visual problems of art, and a film dealing with visual perception and optical illusions was shown.

The next week marked the opening of Kittie Mercer's very successful show of *Collages* in the Art Gallery. That Thursday at 3:15 p.m. the entire student body met in Thompson Auditorium for a program presented by Leroy Boston and Core City black power organization. The boys were told in no uncertain terms of the complaints and injustices suffered by the black man in America today. What perhaps moved the boys even more than the ideas presented was the anger and resentment with which they were presented. During the question and answer period verbal barrages flew back and forth as the boys attempted to intellectualize the problems while the members of Core City insisted upon stating them in purely practical terms. To say that much excitement was generated would be an understatement. The program had been planned to last for about an hour but at 5:30 the boys were not yet ready to stop discussions. We were able to prevail upon the group from Boston to join us for dinner and the fireworks continued through the dinner hour. That afternoon saw a truly exciting give-and-take of ideas and this was the talk of the campus for a good many days afterwards. Not having anticipated such an overwhelming reaction trips for the evening had been scheduled, and a busload of boys went off to the Charles Playhouse while a wagon took others to the D'Oyley Carte production of *HMS Pinafore*, all of which must have seemed quite staid compared to the afternoon's drama.

And yet, with all of this going on, many clubs still found time to organize and hold meetings and, in fact, to increase substantially in membership as well as variety. The members of the Art Club were getting a lot of work done as were the boys in the Photography Club. The almost fanatical members of the Chess Club were active, the Dramatics Club was working on the first play of the season, and the Philosophy Club was pursuing its discussions as usual. As the elections neared the Young Republicans Club was actively working in the Newburyport Republican Headquarters although the Young Democrats Club, undoubtedly reflecting the state of the national party, were unable to unite behind a candidate and gave minimal support to the local Democratic Headquarters. On election eve, a vote was held in the Dining Hall and Nixon was "elected" by a 2-1 vote of the entire student body. The Young Republicans Club dissolved itself as having accomplished its goal but some of its members joined the Students for New Politics, which was the only designation under which the Young Democrats felt they could work. It remains one of the most active clubs on campus. The year would see the formation of clubs as varied as the Archaeology Club, the Social Action Committee and the Black Brotherhood.

The last Thursday of October Senator Saltonstall spoke in the afternoon on *A Day in the Life of a Legislator*. After an interesting speech dealing with the tedium and frustrations, as well as the excitement, of being a legislator, Senator Saltonstall kindly allowed questions and was immediately bombarded with many specific questions ranging from his stand on lowering the legal voting age to questions concerning the upcoming elections. I am continually amazed at the questions asked by our student body, not only for their mature phrasing and presentation, but also for the wide range of knowledge displayed, and the remarkably well-read minds posing them. Anyone doubting that this is the most knowledgeable generation in the history of our country might well attend some of these question sessions.

As we moved into the month of November interest was running higher than we had really anticipated, and in that month students went to the Theatre Company of Boston's production of *Benito Cereno*, Euripedes' *The Bacchae* at the Charles, another group to the very popular *Charlie Brown*, to the Theatre Workshop of Boston production *Riot*, to an open rehearsal of the Boston Symphony, and to a showing of the popular film *2001, A Space Odyssey*. In the afternoons, trips were made to the Science Museum and to the Museum of Fine Arts in Boston. On campus, Newburyport author Truman Nelson gave an exciting and thought-provoking talk on the *Militant Aspects of the Civil Rights Movement*. Peter Warsaw, a senior student at Phillips Exeter Academy, gave a marvelous piano recital of Bach, Beethoven and Ravel which was appreciated not only for its musical value but also because the performer was one of their contemporaries.

December started with a show of drawings and etchings by Sam Chamberlain and was followed by the Dramatics Club production of two Pinter plays: *The Room* and *The*



Steve Worthen and George Wagner in *Waiting for Godot*

Dumbwaiter, both directed by Gerald Kenjorski. These theatre of the absurd plays were met with some bemusement, but were on the whole appreciated by the boys. A trip to the Boston Symphony and another to the Charles Theatre for G. B. Shaw's *The Millionairess* completed our activities for the fall term.

Upon totaling our figures we discovered that we had managed to transport 192 students (roughly two-thirds of the student body) to an average of two events each.

To pass over the winter term more briefly, performances were attended in Boston of Albee's *Everything in the Garden*; the rock musical *Your Own Thing*; Woody Allen's *Play it Again, Sam*; Anouilh's *The Rehearsal*, while two buses were needed to take all those who wanted to see Jose Ferrer in *Man of la Mancha*.

A circular was received advertising a show created by Otto Piene and advertised as follows: *A Field of Hot Air Sculpture over Fire in the Snow: an outdoor Sculptural Environment with 25 polyethylene giant balloons of different shapes and sizes, 25 propane gas tanks with open flames from adjustable jets, and 35 attendants*. Obviously, the Governor Dummer avant-garde was not about to pass that one up, and off they went.

(From what I have been able to deduce, the 35 attendants seem not to have shown up because all of the spectators joined in the "creative process" by helping to fill the enormous balloons and, though there is some question among the boys as to whether the results could truly be called "Art," there was apparently a rare feeling of comradeship, with total strangers all working together.)

In February the Black students on campus went in to Roxbury for the premiere of the Jules Dassin film, *Up Tight*. Due to the extraordinary snows of late February,

many trips had to be cancelled but things on campus kept humming. In the Art Gallery a very successful show by the Photography Club was followed by an extremely popular collection of wood sculptures by Maine artist Bernard Langlais. This was followed by Drawings, Prints and Paintings of Richard Lyons.

Friday evening programs continued with a presentation of Avant-garde music by Stephen Blair of the Music Department. The school band performed; Mr. Blair played records and explained them, and I had the pleasure of "performing" John Cage's silent piano piece "Four minutes 33 seconds." The Concert Series presented the Kelleys, a duo-pianist team. A series of silent comedies enlivened one evening with the antics of Buster Keaton, Charlie Chaplin, W. C. Fields and Laurel and Hardy. On another evening films dealing with prejudice were presented under the sponsorship of the newly organized Black Brotherhood. Later in February a jazz concert for the benefit of the Humanities Program was presented by Joe Robertson, and a program of instrumental music was presented by Mr. Blair featuring the school band, the jazz band and what is ironically referred to around campus as the faculty band. The student bands performed admirably and the rendition of *Tiptoe through the Tulips* by Douglass "Tiny Tim" Coupe of the faculty was much enjoyed.



The school band in action

Moving into the spring term we foresaw more trips to Boston and Cambridge for plays and operas as well as many on-campus events. The Art Gallery featured the annual Printmakers Show, to be followed by the annual showing of student works. The number of art students and the quantity of their production is reflected in the fact that for the first time *two* student art shows are necessary.

On the evening of the last Thursday in October a bus which was supposed to leave school at 6:30 p. m. did not arrive here until well past seven o'clock. We left for Cambridge convinced that we could not possibly make the 8:00 p. m. curtain at M.I.T. However, upon arrival we learned that the opening night performance of the Living Theatre production of *Frankenstein* had been postponed until 8:45 p. m. due to lighting difficulties. This allowed the students to wander about the M.I.T. campus and especially to go to the Student Center where an AWOL soldier was claiming sanctuary because of his opposition to the war in Vietnam. Many of the students spoke with the concerned M.I.T. students and were made aware of a few more of the problems facing them in this troubled world, on a less remote level than is often the case.

If the wait was long, *Frankenstein* was well worth it. The boys were on the whole very impressed by the excitement of the production, as well as by the profound philosophical and political interpretation of our world, although some did confess to being 'lost' at times. The interest in this production was so great that we tried to take another group in later, but, unfortunately, by then the Living Theatre had run into trouble at M.I.T. and was forced to cancel the rest of their productions.

As the news media continued to cover the reactions to the Living Theatre Company in its U. S. tour, discussions continued on campus, and many hours were spent probing the meaning of certain scenes, as well as in discussing what could possibly be considered morally objectionable in the production we saw. In this way the whole problem of censorship became a vital thing for the students, who were very upset to think that others might be deprived of the exciting experience they had had.

One of the most exciting drama productions seen this year was done by our own students. This was the production of Beckett's very difficult play *Waiting for Godot*. The acting was of a high order and the direction by Bob Jaffe '70 was of a professional caliber. The actors besides Bob were Steve Worthen '69, George Wagner '70, Tom Nast '70 and Bill Connolly '72. The set designed by Bob and George was excellent and the lighting was unbelievably effective considering the limitations under which the boys worked (the stage of Thompson Auditorium has neither a light board nor a single dimmer). Peter Dorsey '69 as stage manager kept the production moving at a smooth, professional pace. As of this writing the Dramatics Club promises us more: Mr. Kenjorski is now directing *Balloon Shot*; Alan Brewer is directing *Out of the Flying Pan*, and Steve Worthen is directing Aeschylus' *Agamemnon* to close out the theatrical season on campus.

I DO not think it is too early to look back on what we have accomplished and what we have failed to accomplish with the Humanities Program. There is no doubt that there has been a change of attitude among many of our students. The arts are no longer looked down upon or considered "sissy" and are gradually claiming their rightful place on a par with other activities. There has been a renaissance of theatre as a vital force. Interest in off-campus theatrical and musical events continues to increase, and I find myself more and more often forced to refuse scheduling certain trips due to lack of time and funds.

Certainly the Humanities Program has been successful in its aim of breaking down the isolation of the Governor Dummer community not only due to the off-campus trips but also to the increase in the number of guest speakers coming on campus to present a variety of points of view. The new atmosphere can perhaps best be noted in the enlarged social action program and an increased political interest on the part of ever larger groups of students. This growing awareness among students of the problems facing

the world, and the need for solutions to those problems based on intelligence and tempered by compassion is indeed an optimistic sign.

To look at the other side, it would not, I think, be fair to consider the new program an unqualified success. As always, more time is needed to broaden the scope of our activities. Even more important is the need of finding a way to get a larger percentage of our student body involved in the program. At present, only three-quarters of our students have participated in some way in the off-campus aspects of the program. The remainder have managed to avoid involvement in non-required activities. Discussions are now under way which may well lead to some sort of obligation on the part of every student to attend a given number of off-campus events each term.

I believe that, despite some problems and shortcomings, the Humanities Program has had a good start in its first year and is on the way to becoming a permanent and ever more important part of life at Governor Dummer.

What the young men think

Three Students Talk

BILL: In a recent *Governor* article, Mr. Baratelli is quoted as saying, "You must *live* life," in response to a boy's question as to whether a boys' preparatory school prepared boys for life. It seems to me that this is the basis of the Humanities Program.

SWIFT: I think this whole program is beneficial to some students more than to others. For instance, far fewer boys attend the Symphony than attend musical shows. Not all boys participate because not all the things offered are attractive to all the boys. But the opportunity is here.

BILL: It may be good to be led into music gradually, for if you try to force something on the boys, they don't like to be dictated to.

SWIFT: The academic experience which is offered here is often extended by a program such as this one. For instance, in music and drama, many of the courses and ideas students are subjected to in the classroom can be related to what they are doing outside the class — to plays and concerts in Boston, for instance.

GEORGE: The problem there is that you can't confine the curriculum to what's showing in Boston. What about the timeliness of the modern plays?

BILL: I find that today many of the modern dramatic works deal with special problems. I'm thinking particularly of *Riot*, which dealt with the racial problem. The whole pur-

pose behind the play was to give the feeling of a riot and I think it succeeded. That was what they wanted the audience to feel: the emotions of the people in the ghetto when they riot, not limited by the times, necessarily, but by the economic system under which the people live. In socialist countries people may not truly understand what happens.

GEORGE: In the Living Theater the important thing is how man reacts to situations around him. The time is irrelevant.

BILL: How can you relate this to the world in the classroom?

GEORGE: Nothing in the classroom could have matched the power of *Riot*. We were involved in that play almost to the point of learning by experience.

SWIFT: I think that when we go to see a play such as *Riot*, the immediacy of the situation, where the actors were all around us, makes it almost impossible for the spectator to assume a detached position such as he might assume in the classroom.

GEORGE: In *Everything in the Garden*, I was convinced I was *in* the living room of a suburban home.

BILL: From time to time we were reminded of being part of the audience by the commentator, who came out and addressed the audience aside.

SWIFT: That's been done in the British plays.



A trio of young men who value their opportunities sit down to discuss the new program. Moderator Bill Murray and George Wagner will return to Governor Dummer in the fall as seniors. Swift Barnes, III '69 plans to enter Dartmouth College.

GEORGE: It's at least as old as Shakespeare.*

SWIFT: Neither of the two sophomores in my dormitory who saw the play were aware that the commentators were speaking from a script.

BILL: The thing that makes Shakespeare seem so modern is that there is so much action in his plays.

GEORGE: Action doesn't necessarily indicate a modern play. Look at *Godot*. That's modern enough, and there's no action there. It is the people themselves who are important, not what they do. That play will be timeless.

BILL: So we go back to the Greek theater which emphasized Fate and symbolism, by which Arthur Miller has been heavily influenced.

SWIFT: Man has not changed very much.

BILL: He has not progressed very much.

GEORGE: Also the techniques are good — and maybe that is why plays have not changed much until the recent presentations of the Living Theater.

BILL: One aspect of the program which is not very popular here at school is the opera. I haven't had a chance to see any modern opera, if any exists. For the most part, I find the great classical works rather corny. I go to the opera more to look for the basis of modern popular music within it. I really think you can find it within the opera.

**Mr. Murphy reminds us that the aside dates back to the Greek Chorus.*

SWIFT: The people I've talked to have a great deal of enthusiasm for the modern musicals.

GEORGE: It's very hard for the musicals to contain an interpretative story, so usually they are escapist entertainment. That may be why so many people enjoy them.

BILL: Mr. Blair gave a performance of avante garde music here, but not many understand what the musicians were trying to do.

SWIFT: Most of the students thought it was amusing. Mr. Blair's primary point in presenting the program was to introduce us to musical development in the twentieth century, as opposed to music written three or four hundred years ago. The reaction was talk and laughter.

BILL: Mr. Blair's program had a special interest for me because it was the first time I realized that music and art and sculpture are related.

SWIFT: Mr. Blair's program contained some very harsh sounds, and audience reaction to them differed.

BILL: I feel that volume and harshness has a special meaning for us today because it represents a side which has not been much shown until recently. In Victorian times people were subdued, but now we are bringing out our emotions. We are opening up to each other rather than covering ourselves up. Mr. Blair's program expressed human emotion and I saw something of myself in it.

SWIFT: For too long a time art and music have tried to present a rather too idealized humanity. However, the form

of the avante garde pieces is still so new that I find it difficult to try to analyze it.

GEORGE: John Cage is perhaps letting us know about the lives of those people who live in quiet desperation, unable to express themselves.

BILL: Let's get back to the program as a whole and see how it could benefit the students more.

GEORGE: There is a great deal of dead weight in the school concerning the Humanities Program, but it is a wonderful opportunity for those who do have a particular interest. It is beneficial to those boys if not to all the student body.

BILL: Immaturity is part of the problem. Some boys want to get away with the minimum amount of work. They use the program to get off campus. I must say, however, that the Friday night meetings generate quite a lot of interest.

GEORGE: There is the competition with athletics.

BILL: A shift has been noticed away from the entirely athletically oriented student to one who is also interested in the humanities. The "big man" on campus is no longer necessarily an athlete but is sometimes a humanities man. Take Swift, he is interested in music but he is also varsity captain in track.

GEORGE: Not all the faculty are interested in this program.

BILL: We could not expect 100% interest, but if more faculty were interested it might reach more of the students who are not themselves sincerely interested in the program.

SWIFT: Have you thought of any means that might be employed to try to reach those who lack the interest? Who

don't care and don't know what they're missing, and who don't even know whether they might have an interest in the arts if they were made aware.

GEORGE: Dead weight sinks. How can more people be really involved? We did have an explanatory meeting at the beginning of the year to announce what the program was about. We should carry on with these meetings throughout the year.

BILL: How about the boy who has not read plays? He does not know what to look for. Now you, Swift, through your music you understand what the composer is trying to do, but it is hard for a boy who has no background to know what the composer or writer is trying to say.

GEORGE: That's why school plays are more often enjoyed by the student body — they see us as school personalities rather than as play actors.

SWIFT: Do you think there is security in numbers? It seems to me it would be easier for a person to become involved as a freshman if he had a friend with whom, for instance, to go to the art workshop. Otherwise, some of them seem to feel almost a fear of intruding. Some boys have said to me, "I wanted to do it, but it's been going on for some time now, and I'd be a newcomer."

GEORGE: Best way of involvement is from being taken in by a friend. I always wanted to act, but if it had not been for Bob Jaffe's taking me in I might not have done it alone.

BILL: Best solution for involvement: there is a hard core of students very dedicated to the arts, and they will have to forego some of their own time in order to stimulate other students' interest. For if anyone can do it, they can.



Mrs. Baratelli lends a helping hand with a young actor's makeup

Social Service

How Broad Its Scope at the independent school?

by Peter W. Mercer, Chaplain



Returning from the Andover Newton Theological School where he completed work for his B.D. degree last year, Peter Mercer plunged again into the social service program he had previously activated. This year that program became part of the overall cultural program which was conceived last summer by the Headmaster and was brought into operation at the beginning of this school year.

In the following article, Mr. Mercer offers his opinion of the strengths and weaknesses of social service programs as they relate to the future of private schools.

"Young people are looking for a formula for putting on the universe — participation mystique. They do not look for detached patterns — for ways of relating themselves to the world, a la nineteenth century."

"The classroom is now in a vital struggle for survival with the immensely persuasive 'outside' world created by new informational media. Education must shift from instruction, from imposing of stencils, to discovery — to probing and exploration and to the recognition of the language of forms."

Marshall McLuhan

Private schools like Governor Dummer Academy are products of the mainstream of Yankee tradition and expectation. In the past their function was clear:— to gain admittance for their students to prestige colleges and universities. Today the picture is not as clear. The combination of higher quality public education and changing educational needs to meet the demands of an evolving society have forced the private school into an identity crisis of its own. Will it remain an unswerving bastion for traditional educational procedures? Or will it take the role of educative innovator — a pioneer role in educational experimentation?

At the present time Governor Dummer is in the midst of such an identity crisis. The present course is an attempt to keep to the middle of the road. There are some progressive sounds, firmly guarded by traditional warnings. There are spoken intentions of allowing self-discovery, yet there is the imposition of a traditional, middle-class value code. There is the expressed desire to move ahead and experiment, yet efforts are slowed by financial needs and the fear of alienating financial resources. The desire is to move, but the fear is of stumbling. What will be Governor Dummer's educational role in the coming years?

Marshall McLuhan talks about the desperate need for education to shift its emphasis "from imposing stencils to discovery, to probing and exploration." It has become painfully evident that the classroom is more conducive to imposing stencils than to exploration and discovery. Even though reforming intentions abound, the classroom is still limited by its very nature of separateness from world realities. The classroom must be supplemented with other experiences to allow students to grow through the "participation mystique."

The social service program at Governor Dummer is an extracurricular attempt to get students involved in the problems they theorize about in classrooms. There are many related advantages to such a program being a part of the academy's activity. Involvement breathes life into paper problems, and stimulates a social consciousness when the need becomes ominously real. Many times the theory of the classroom will spark a concern which only involvement can nurture into commitment. Off-campus service keeps students in touch with life in the 'outside world' and the human need that continuously cries out to be heard.

There is much to be learned from such experiences. When a student confronts a problem manifest in a real person it no longer is a generalization. He sees that we must deal with these as 'people problems,' not just as educational, race, housing, or drug problems. Also a student can learn what it means to give oneself for the benefit of someone else. Certainly no attribute could be more significant in a world constantly threatened by violence and in need of selfless leaders.

The scope of the social service program is wide, but its organized outreach is still quite modest in extent. Students are encouraged to act on their own initiative as well as to support existing projects. During the winter a student-run campaign for Biafran relief stimulated considerable response. Conferences sponsored by the American Friends Service Committee for Youth on subjects such as the draft and 'black power' were attended during the year by several students. But the major official organization for social concern is the student-faculty social action committee which was originated early this year. This group has been beset by some operational difficulties but shows promise of becoming a vital stimulus in the campus community. Its major project through the winter and spring was to accumulate and publicize opportunities for individual service during the summer months. This included arranging for representatives of organizations looking for help to visit the campus and talk with interested students.

MOST of the involvement during the school year is within three volunteer programs. Each of these programs has a student leader who carried the organizational responsibilities and acts as liaison with the institutional director concerned.

The first of the volunteer service programs was established in the fall of 1964. In conjunction with The Reverend Leo Barrett of St. Paul's Episcopal Church in Newburyport, a tutorial program began wherein students from Governor Dummer offered to tutor any high school students in the area who expressed a desire for help in a particular subject. Weekly sessions have been held on Sunday afternoons using the facilities of St. Paul's. This year approximately twenty-five tutors from the Academy have been involved at various times, covering a wide range of subject materials.

The success of the program is difficult to measure, but there are many encouraging signs. It is estimated that fifty to seventy-five percent of the students being tutored experience an upward trend in grade in the subject being tutored. Frequently the attitude of the tutee improves toward his subject, and sometimes toward his educational experience in general. Also, the attitude of the tutee toward the tutor is a positive one in the vast majority of cases.

From the tutor's standpoint there are also encouraging signs. Frequent comments are, "Now I know what my teachers have to go through," and "I'm learning more than he is about the subject." The tutors are advised at the beginning not to play the role of teacher but rather that of a fellow student who happens to understand this subject



Stilman Davis helps a young lady with her math problem

a bit better than the tutee. Tutors have enjoyed encouraging success in establishing rapport with tutees despite the difficulties of peer relationships, particularly in a town-gown situation.

There have been the few dramatic successes such as the boy who jumped from a D to an A minus in biology; and the girl who went from an F to a B in Latin. Most of the progress is not so marked. Sometimes it appears to be quite miniscule, such as the girl who informed her tutor during their first session that she didn't want to be there but her mother made her come. She further added that French mattered little to her, and she cared not to talk about it. After four sessions the tone had changed enough that she was willing to speak some French words and even to ask questions.

Each tutor meets with the advisor periodically to review his tutorial sessions and the reactions toward them. Plans of approach are formulated in each case, dependent on a joint assessment of the need. Successes and failures are discussed, and encouragement provided. These follow-up meetings have proven beneficial for the tutor in gaining a clearer picture of what has happened and how he should proceed.

The YMCA volunteer program was arranged with the general secretary of the Newburyport Y, Clayton MacElwaine. The facilities of the Newburyport Y being limited, this program was designed to meet the needs of space and supervision. Lang Gym is now the scene of YMCA gym classes on Saturday mornings. These classes are largely directed by Governor Dummer boys. In Newburyport, volunteers assist with gym classes, run the basement bowling alley, assist lobby area activities, and are generally available to fill the immediate need of the hour. Special classes

are occasionally operated such as the wrestling classes directed by members of the Governor Dummer wrestling team.

Before beginning work as volunteers all boys go through a leadership training course conducted by Mr. MacElwaine. At this series of meetings the boys are confronted with a number of exercises and problems. These are designed to demonstrate the qualities necessary for successful leadership and also to illuminate the individual's strengths and weaknesses in light of these qualities.

Most of the volunteer work is done on Saturday morning, but occasionally individual boys who wish more work have assisted with weekday afternoon programs at the Y.

IN January of this year a new volunteer program was initiated in conjunction with the Hathorne School for retarded children in Danvers. Volunteers travel to the school three afternoons per week. Their work involves recreation, physical therapy, and assisting the staff with general child care. The only preparation for this work was a tour of the resident school and a brief orientation talk. Volunteers have been on their own much of the time, free to use their own ideas for communicating with the children. Some volunteers work with a group while others concentrate on a single child.

The reactions of the Governor Dummer students have been positive and enthusiastic. All have remarked on the separateness of such a world from their own day-to-day existence. Their feeling of accomplishment has been remarkably uniform, as is their praise of the school staff.

In the periodic follow-up sessions with each volunteer, many of their personal reactions have been expressed. Many spoke of an initial fear and uneasiness about being with retarded children. Gradually they have felt a naturalness return as relationships evolve with the kids. Some of the volunteers' comments tell the story.

"They are just small kids in big bodies."

"You sure can learn a lot about yourself with them."

"For the first time in my life I really feel I'm doing something worthwhile."

TOO often institutions take the beginning steps in the direction of needed reform but fail to continue beyond a token undertaking. It is easy to publicize a beginning step as a sign of forward movement but harder to keep the first steps from being the extent of the movement. Talk of continuing change is often a guise for lethargic action. Governor Dummer has talked a lot and moved a little. It has spoken about needed and valid change but, as yet, has carried out only token steps, and with wary hesitation. The extent of its intentions is still to be determined. Programs such as social service, independent study, and cultural enrichment are steps in the right direction. The question still to be answered is whether development of these and other

opportunities for involvement will continue to grow, or be stifled by an educational philosophy which basks in the successes of yesteryear.

Certainly Governor Dummer has much to take pride in, including its service programs, but if the Academy talks too long and allows such programs to stagnate they will die. Such a death would be tragic in an age when creative commitment is so desperately needed. The challenge to Governor Dummer is the challenge to all private schools: to merge resources and commitment toward creative advance, or to face death as a vital force in contemporary education.



Helping those

who cannot help themselves

by Richard G. Whitten '69

FEW people driving through Danvers, Massachusetts notice the complex of new buildings on the side of a hill, back from the busy highway. These buildings form the Regional health center known as the Hathorne School for Mentally Retarded Children, and this school has made opportunities for volunteer work available to high school students.

Actually, by work they mean play. In general, student workers have the responsibility of playing with the children for a few hours a day. Volunteers from Governor Dummer visit the school and play ball, push tricycles, run after kids and get chased in return, and try to tire out the children before the children tire out the volunteers.

The school itself is a combination federal and state project. When completed it will serve close to one thousand children and will include a gymnasium, dormitories, classrooms, an administrative building and an infirmary. Presently finished is the infirmary, a classroom building and nursery, and the administration building. The resident population at Hathorne now stands at about one hundred children ranging in age from a few months to sixteen years. Another hundred children attend classes there but live at home.

During a tour of the facilities the first thing that strikes most visitors is the positive response of the school's staff to the children's needs. The directors and attendants are not depressed or shocked by their charges. Instead, their attitude is optimistic, and they show that they are fond of the children. The volunteers have to learn many things, and this attitude toward the children is most important among them.

Hathorne is a home as well as a school and the children, like any other children, are expected to follow a set



Rick Whitten, a Cum Laude student who will enter the University of Pennsylvania in September, found time for so many interests in his senior year that he might well have been excused for postponing his social obligations. Nevertheless, as Spire editor, Archives worker, Study Hall proctor, Photo Club member, and track and soccerman, Rick helped regularly at the Hathorne School in Danvers, mindful of the needs of others less fortunate than he. His illustrated story follows.

pattern of behavior. For instance, no child may hit another. Jumping out of windows is necessarily forbidden. We take charge of the most active resident children in the eight-to-fifteen-year age group. After a full day of schooling, these youngsters are ready for some exercise. Present recreational facilities are limited while building is still going on at the gymnasium, and the sleeping quarters of some of the children have to double as a play area.

Without volunteers to direct and help these youngsters, staff limitations would leave them on their own with only a supervisor present to guard against breakage of toys. Our job serves a double purpose, for while we help the kids who might not otherwise get needed exercise, our purpose in tiring them is so that they will eat supper, take their baths and go to bed having used up that excess energy which otherwise might have become trouble-making. As well as exercising the youngsters we can also help a little in training. Catch-

ing or kicking a ball builds coordination and concentration, and the smile of a volunteer can sometimes act as an incentive for improvement.

The tragi-comic events that the volunteer experiences at the school are many. Once I saw a child whom I hadn't noticed before sitting quietly on a bed. I went over and sat beside him. He looked at me but didn't say anything so I began to talk. As I spoke he took my arm and placed my watch to the side of his head. Seeing that he wasn't responding to what I was saying, I decided to give him a bit of a surprise, and as my watch has an alarm, I turned it on and let it buzz.

There was no reaction. He simply continued to sit on the bed, stoically holding the watch to his ear and, seeing my own surprise, an attendant who was in charge of the ward came over to me and said,

"I hate to discourage you, Rick, but this boy is deaf."

Our presence helps in another way. There is a scarcity of male attendants at such schools as Hathorne. Though a part of the civil service, the work apparently does not appeal to many men, hence the children are taught and taken care of almost exclusively by women. Governor Dummer students fill a much-needed gap by exposing the severely retarded child to a masculine influence.

Several students have taken the opportunity to work with children who need help in physical therapy. The school's professional therapists have busy schedules and so do the children with their various activities. Sometimes a child who could benefit from walking practice may not receive it because of time limitations. After instruction from staff members, Governor Dummer students have been able to devote their time to these children.

Thus the ten or so Governor Dummer boys who spend one or two afternoons a week at Hathorne fill needed positions for the State School and they profit from the activity, too. Never before has such an experience been available to Governor Dummer students. There is real challenge involved with work at the Hathorne School. One's personal "hang-ups" become abundantly clear in the light of one's own reactions to these children. A mentally disturbed child can be an intimidating person. Fear, shock and disquiet can go through your mind as you see these youngsters for the first time. But sympathy, hope, and an urge to help can also quickly develop from one's first exposure to mental retardation. This type of experience is a learning process which can take place in no classroom.

After a few hours of working at Hathorne we come back to school tired and hungry, yet happy. We each feel happy, I think, because in a selfless way we have attempted to comfort and assist people who really need help. We know that, because of the nature of mental illness, we cannot expect our actions to result in a great deal of improvement, but at least we have played some role in the children's overall development. Perhaps we feel happy in a bit more selfish way, too, because now we can better appreciate our own health and "normality."

Sometimes, isolated on campus, the student can lose sight of those things



which are truly important to him. It is easy to become petty. The Hathorne School acts as teacher in this respect, too, for it gives us the proper perspective. After dealing with and trying to communicate with disturbed children, yesterday's quiz or what we will have for dinner just don't seem all that important. This does not mean that we forget our studies and athletics, but that we are exposed to something outside the regular sphere of preparatory

school life, and that this exposure helps us to see our activities in school from a different, and broader, vantage point.

Whatever the reasons, there is an undeniable elation which comes after an afternoon at the Hathorne School. In a way our duties with retarded children have been good therapy for us. We have learned, I think, that helping others is always a worthwhile experience.



Three who will be missed

WHEN Art Sager joined the faculty in the fall of 1930 the school was small and his impact on it was powerful. An Olympic athlete and a successful teacher and coach at Sanford High School, Art brought with him all the Maine virtues of dedication, firm principles, independence, and humor. To these qualities he added an infectious enthusiasm which was peculiarly his own. As the school grew and the number of boys increased, so did the effect of Art's character and personality.

He was for a long time a most successful football and track coach. His teams reflected his singular ability to bring out the best in each individual and yet to form the individuals into a team in the best sense of the word — proud of each other, proud of the group, proud of what they represented. The quality of his teams — their spirit and sportsmanship -- did much for the reputation of the school.



Typical of his versatility, Art enjoyed equal success with the Glee Club and with his courses in music appreciation. A very large proportion of the student body tried out for the Glee Club, the football and track teams each year as a matter of course. In a larger field, he was the moving spirit and organizer behind the Spring Glee Club Festival in which the choruses of eight schools had the opportunity to sing in Symphony Hall accompanied by a section of the Boston Symphony Orchestra, assisted by wellknown soloists and directed by a distinguished conductor. It is perhaps significant that shortly after Art retired from his Glee Club activities the Festival ceased to exist.

Although Art taught other courses — science, meteorology, and in recent years his most effective and influential course in public speaking for seniors — the greatest of his many contributions to Governor Dummer was his effect on the lives of numberless individual students. He had an intense and sympathetic interest in boys: they were *his* boys. He knew when to kid them, when to challenge them, when to sympathize, and when to take them apart and reassemble an improved product. With his retirement the school suffers a real loss, but countless men are leading richer lives because Art Sager — The Bull — was here for thirty-nine years. As his Glee Clubs used to sing: "Let us now praise famous men!"

A. Macdonald Murphy

ESTHER D. THURLOW came to the Academy twelve years ago after a rigorous search for the right person to develop the new Frost Library into a facility worthy of a forward-moving independent school. At the Commencement Dinner Mr. Wilkie said, "She has built one of the finest libraries in any of the smaller independent schools."

"But of greater importance has been her role in assisting students to learn how to use a library and to want to use it," continued the headmaster. "It is a proper tribute to her when I say she has brought an original dream of a superior library to a reality."

Esther's bright blue eyes and impulsive enthusiasm will not be forgotten by the boys she led into research by way of the Frost Library.



TO write an article on Mr. Thomas McClary Mercer would, at almost any other time and under other circumstances, be a pleasure, for I have known Uncle Tom and worked with him 10, these many years — long enough to develop real affection for him and great respect for his ability as a teacher and leader of boys.

But to write an article on the occasion of his retirement as a teacher at Governor Dummer is far from a pleasure. It is a sad thought that Tom Mercer will no longer be a member of the faculty there. He has long since become a Governor Dummer institution, and institutions should go on forever. As long as the sons and grandsons of Uncle Tom's students mingle with later students on the paths and in the corridors of Governor Dummer I am sure that his memory will persist, and it is comforting to know that his influence will long be felt at the school he served so wholeheartedly and for so many years.

I believe it was Thomas Carlyle who said, "A hero is a hero at all points." He must have had Tom Mercer in mind. Everyone knows that Tom was for many years head of the English Department. Not so many know that he is a bona-fide Kentucky colonel — that he has always been a hearty fan and faithful follower of the Academy athletic teams, especially the soccer and wrestling teams. Many must remember that he was a long-time Czar of volley ball. His older colleagues well remember that he was a vicious opponent at badminton. At golf he had no equal — in gamesmanship, that is.

One of my most vivid recollections of the colonel, as I prefer to call him, is of an incident which occurred on the Mansion House lawn one long-ago Commencement Day. One of the graduates that year was a very likeable and very popular redhead named Lyman Belknap (Class of '33), who was also, alas, a very poor and very careless speller. Like most of his classmates and like most seniors in subsequent classes, Lyman took time, after the graduation exercises and before joining the mad scramble of final packing and departure, to bid a final goodbye to his beloved and respected mentor.

"Now, Lyman," said Uncle Tom in his most pontifical manner, "There is one thing I want you to remember always."

"Yes sir," said Lyman, assuming a serious, respectful and expectant mien as he waited for a final gem from his idol. "What is that, sir?"

"Never forget that there is a 'k' in your last name," replied the colonel, with a twinkle in his eye and an affectionate pat on the shoulder for Lyman.

Small as it was, that incident, I think, suggests two of the many things that make Tom Mercer's career at Governor Dummer memorable. He knew his students intimately, their strengths and their weaknesses, and he would point them out without offense because his students knew that he had sincere affection for them, and that he valued their affection for him.

And so do we, who shared those years with him.

Edgar D. Dunning

Faculty News



After fourteen years as resident master of Mason Cottage, E. Webster Dann '48 is leaving his dormitory and his job as Director of Development to go to Eaglebrook School in Deerfield as assistant headmaster.

He will indeed be missed by the freshmen who regularly congregated in his office in lower Phillips after lunch to unload their problems; by his colleagues and fellow staff members, and by the alumni whom he served so well. We wish him happiness and success in his new position.

* * * *

After two years in Japan where he was associated with the Canadian Academy, David Williams with his wife Connie and their four children, David, Terry, Jeffrey and Dana, are returning to Governor Dummer where Mr. Williams will rejoin the History Department in September.

Keep those *Archons* coming. Let us know your changes of address.

Presently serving as alumni chairman for the Boston-North Shore area of Springfield College's fund-raising campaign, Douglass Coupe '62 is shown with his attractive wife, Gail, and TV personality and author Art Linkletter at the Springfield kick-off meeting.

Doug is leaving Governor Dummer, where he has been on the faculty for the past three years, to return to his alma mater where he will work for his master's degree in guidance and psychological services. He and Gail, who has also been teaching in the Newburyport area, will be head residents of a coeducational dormitory.



Beake-Huntington



On June 21 a second son, Matthew, was born to Chaplain Bill Dubocq and his wife, Holly.

* * * *

Their first child, a daughter named Ann Mary, was born to Mary and Steve Blair '62 on July 7.

* * * *

What do retired teachers do? They just keep on teaching. Edgar Dunning, former teacher, business manager, and editor of *The Archon* for some thirty years, was asked to write the piece about Tom Mercer which appears on page 17. He turned in his copy in one day flat, with the casual remark that his spare time lately is being spent in voluntary work as a teacher of calculus at a nearby school.

* * * *

Percy C. Rogers, who came here to teach Spanish after his retirement from Phillips Exeter Academy as language master and great coach of hockey and tennis, is retiring again after three years at Governor Dummer. This time he is retiring to his home at Little Boar's Head on the shoreline of New Hampshire, although he has been heard to speak of traveling again in Spain. Our guess is that he will doubtless find a way to go on teaching, too.



The first ten years

by John J. Witherspoon

When Valleau Wilkie, Jr. became Headmaster of Governor Dummer on July 1, 1959, he took over a fine school. His predecessor, Dr. Edward Eames, had spent twenty-nine years through the depression of the thirties, the hot war of the forties and the cold war of the fifties building for Governor Dummer a faculty, a student body, a plant, and a reputation for excellence. Picking up where Mr. Eames left off presented a challenge for any man. At the beginning Mr. Wilkie told some of us that he intended to spend his first year observing and not changing anything. But his restless energy, his willingness to accept and act upon suggestions, and his eagerness for improvement touched on all areas of school life before that first year was out. There have been so many changes under his direction that I cannot remember which of the early ones came when, but I remember laughing at and with him about his impatience.

In 1959 Governor Dummer was a school of 226 boys with a faculty of 26. The student government was a student council of 16 seniors elected by their classmates. No other boys had responsibility for anyone but themselves. The student publication was *The Milestone*. Students also staffed *The Archon* which was edited by Mr. Dunning and which served as a campus news magazine, an alumni magazine, and the catalogue. There was no *Governor* and no *Iron Lung* or parodies thereof. Evening study periods were supervised by faculty for boys in all classes. Faculty were excused from duty one night a week and one week-end per month. Whatever else may be said for or against this system of close supervision, it did not give rise to question about faculty-student communication.

Quite soon after his arrival, possibly before, Mr. Wilkie became convinced that the religious life of the school must be centered at the school and the pro-



Photo by Hult

gram expanded. Instead of scattering the boys to four or more churches on Sunday morning, services were held in the Cobb Room until Moseley Chapel was ready. Reverend Spofford, father of Dan Spofford, '68, was the part time Chaplain who laid the ground work for the present system of two Chaplains, at least two services each Sunday, four courses, and a social action program.

Another conviction of the new Headmaster was that the school should do more for the boy who was not a star athlete or even a star scholar, but who liked to write or act or paint or make music. Soon we had *The Governor* and a little later, *The Spire*. Artists made do in the basement of the Infirmary and instrumentalists began to play in groups in the Studio. A Dramatic Club trod the boards temporarily erected in Lang Gym. Mr. Wilkie had Thompson Arts Center in mind for these groups, but he did not propose to wait for the building. The activity itself came first.

Nor did other areas of school life remain static. As part of the academic program, in addition to Religion courses, a whole sequence of German courses

appeared. Advance courses and half-credit enrichment courses have enlarged the curriculum of every department. The entire faculty labored over a questionnaire last spring, and deliberations by a faculty committee during this summer resulted in the developing Humanities program, an effort to broaden the scope of extracurricular work. The Physical Education program, the relaxation of the requirements of athletics for every boy every term, the promotion of mixers with girls' schools, the system of staggered bed hours for the different classes, the celebration of the bicentennial, the construction of Frost Rink, Eames House, and the Gymnasium wing in addition to the renovation of existing buildings, the faculty housing development, the expansion of the scholarship program — these are some of the more obvious developments of the first ten Wilkie years.

When we were writing the 1960 catalogue, Mr. Wilkie and I spent time on the exact wording of the statement of the purpose of the school. You will find this statement unchanged in the last paragraph on page three of the current catalogue. "... inspire boys to value thorough learning and to develop a lively sense of responsibility . . . " Come to think of it, the changes of the past ten years have all been aimed at these twin targets. The academic and activity changes have been designed to broaden and deepen the stream of learning. The changes in rules and regulations have been based on the premise that no one learns to handle responsibility unless he is given responsibility to handle. If anyone of the Governor Dummer community needs an example of how to assume and discharge responsibility, let him look to the first ten years of Mr. Wilkie's headmastership.

Reprinted from *The Governor*,
May 24, 1969

WINTER SPORTS RESULTS

VARSITY BASKETBALL

Alumni	57	G.D.A.	71
Noble & Greenough	56	G.D.A.	45
Lawrence	56	G.D.A.	64
Groton	44	G.D.A.	60
St. Sebastian's	45	G.D.A.	61
Belmont Hill	64	G.D.A.	58
Rivers	54	G.D.A.	53
St. Mark's	47	G.D.A.	65
Middlesex	66	G.D.A.	60
Moses Brown	67	G.D.A.	49
Brooks	46	G.D.A.	70
Milton	63	G.D.A.	65
St. Paul's	62	G.D.A.	51
Browne and Nichols	111	G.D.A.	94
Tabor	87	G.D.A.	71
Roxbury Latin	50	G.D.A.	46

2nd BASKETBALL

Noble and Greenough	25	G.D.A.	56
Groton	37	G.D.A.	39
Belmont Hill	35	G.D.A.	44
Rivers	27	G.D.A.	42
St. Mark's	36	G.D.A.	63
Middlesex	27	G.D.A.	46
Brooks	28	G.D.A.	46
Milton	44	G.D.A.	46
Browne and Nichols	40	G.D.A.	54
Tabor	46	G.D.A.	54
Roxbury Latin	34	G.D.A.	47

3rd BASKETBALL

Belmont Hill	57	G.D.A.	62
Brooks	40	G.D.A.	42
Emerson	25	G.D.A.	35
Brooks	41	G.D.A.	44
Middlesex	50	G.D.A.	37
Middlesex	29	G.D.A.	40
Browne and Nichols	59	G.D.A.	50
Emerson	57	G.D.A.	71

VARSITY HOCKEY

Alumni	8	G.D.A.	1
Brooks	3	G.D.A.	4
Thayer	3	G.D.A.	5
Noble and Greenough	4	G.D.A.	0
Browne and Nichols	10	G.D.A.	0
Middlesex	4	G.D.A.	1
Groton	5	G.D.A.	1
Lawrence	1	G.D.A.	2
Berwick	2	G.D.A.	7
Milton	0	G.D.A.	1
St. Paul's	1	G.D.A.	0
Moses Brown	4	G.D.A.	2
Belmont Hill	10	G.D.A.	2

2nd HOCKEY

Brooks	5	G.D.A.	6
Noble and Greenough	7	G.D.A.	2
Browne and Nichols	6	G.D.A.	1
Middlesex	13	G.D.A.	0
Round Robin		G.D.A.	4th at home
Thompson Academy	3	G.D.A.	5
Brooks	4	G.D.A.	1
Andover	4	G.D.A.	1
Milton	7	G.D.A.	1
Belmont Hill	7	G.D.A.	1
St. Mark's	5	G.D.A.	3

3rd HOCKEY

Brooks	3	G.D.A.	6
Shore-Brookwood	2	G.D.A.	4
Belmont Hill	2	G.D.A.	3
Lawrence	2	G.D.A.	1
Tower	2	G.D.A.	3
Milton	2	G.D.A.	1
Middlesex	3	G.D.A.	4
Browne and Nichols	4	G.D.A.	2
Middlesex	1	G.D.A.	1

VARSITY WRESTLING

Browne and Nichols	18	G.D.A.	29
Andover	22	G.D.A.	20
Lowell High School	42	G.D.A.	13
Belmont Hill	16	G.D.A.	34
St. Mark's	19	G.D.A.	22
Brooks	9	G.D.A.	31
Exeter	21	G.D.A.	20
Milton	16	G.D.A.	32
Lawrence	10	G.D.A.	39
Tabor	27	G.D.A.	14
Interscholastics			5th

2nd WRESTLING

No. Andover			
High School	38	G.D.A.	22
Lowell High School	26	G.D.A.	13
Belmont Hill	31	G.D.A.	17
Timberland	42	G.D.A.	16
Brooks	10	G.D.A.	40
Exeter	41	G.D.A.	10
Andover	32	G.D.A.	15
Milton	13	G.D.A.	39
Cushing	35	G.D.A.	13
St. Mark's	25	G.D.A.	25
Lawrence	14	G.D.A.	33
Underclass Tournament		G.D.A.	3rd

WINTER TRACK

Moses Brown	68	G.D.A.	22
M.I.T. Freshmen	76	G.D.A.	19
Exeter J.V.	28	G.D.A.	62
BAA Games		G.D.A.	2nd
Andover	103½	G.D.A.	63½
Tabor	36	G.D.A.	45
Interscholastics		G.D.A.	2nd

SPRING SPORTS RESULTS

VARSITY BASEBALL

Groton	6	G.D.A.	1
Roxbury Latin	8	G.D.A.	4
Browne and Nichols	12	G.D.A.	1
Noble and Greenough	1	G.D.A.	7
Brooks	1	G.D.A.	5
Tabor	6	G.D.A.	4
St. Mark's	2	G.D.A.	5
Belmont Hill	6	G.D.A.	9
St. Sebastian's	7	G.D.A.	12
Milton	7	G.D.A.	2
Middlesex	2	G.D.A.	1
St. Paul's	9	G.D.A.	8
Rivers	0	G.D.A.	4
Alumni	11	G.D.A.	10

VARSITY LACROSSE

M.I.T. Freshmen	3	G.D.A.	14
Exeter	3	G.D.A.	6
St. Mark's	0	G.D.A.	7
Harvard Freshmen	9	G.D.A.	3
Winchester High School	4	G.D.A.	9
Lawrence	1	G.D.A.	14
Kimball Union	4	G.D.A.	15
Andover	5	G.D.A.	11
St. Paul's	6	G.D.A.	5
Tabor	5	G.D.A.	7
Alumni	6	G.D.A.	7

TENNIS

Noble and Greenough	18	G.D.A.	2
M.I.T. Freshmen	3	G.D.A.	15
Middlesex	6	G.D.A.	11
Groton	15	G.D.A.	3
Browne and Nichols	7	G.D.A.	7
Andover J.V.	10	G.D.A.	8
St. Mark's	12	G.D.A.	6
St. Paul's	18	G.D.A.	0
Milton	3	G.D.A.	15
Brooks	6	G.D.A.	12
Belmont Hill	9	G.D.A.	9

VARSITY TRACK

Deering High School	75	G.D.A.	65
M.I.T. Freshmen	94	G.D.A.	41
Moses Brown	76	G.D.A.	45
Belmont Hill	48	G.D.A.	83
Milton	44½	G.D.A.	86½
St. Paul's	36	G.D.A.	95
Interscholastics		G.D.A.	2nd
Hebron	83	G.D.A.	62

GOLF

Harvard Freshmen	21½	G.D.A.	41½
Haverhill High School	0	G.D.A.	7
Andover/Exeter		G.D.A.	1st
Andover/Exeter		G.D.A.	2nd
Belmont Hill	2	G.D.A.	7
Lawrence	31½	G.D.A.	61½
Tabor	14½	G.D.A.	1½
Exeter/Andover		G.D.A.	2nd
St. Sebastian's	0	G.D.A.	7

2nd BASEBALL

Belmont Hill	2	G.D.A.	1
Browne and Nichols	8	G.D.A.	6
Brooks	2	G.D.A.	5
Brooks	1	G.D.A.	2
Belmont Hill	10	G.D.A.	5
Thompson	10	G.D.A.	20
Middlesex	5	G.D.A.	10
Andover	8	G.D.A.	6

3rd BASEBALL

Brooks	2	G.D.A.	1
Cardinal Cushing	3	G.D.A.	16
Emerson	2	G.D.A.	8
Emerson	1	G.D.A.	16
Pike	2	G.D.A.	13
Exeter	0	G.D.A.	1
Middlesex	2	G.D.A.	11
Exeter	2	G.D.A.	5

2nd LACROSSE

Newton High School	7	G.D.A.	1
Exeter	10	G.D.A.	2
Noble and Greenough	6	G.D.A.	3
Andover	1	G.D.A.	8
Winchester High School	4	G.D.A.	3
Berwick	6	G.D.A.	4
Exeter	8	G.D.A.	4
Andover	5	G.D.A.	3
Lawrence	5	G.D.A.	8
Tabor	1	G.D.A.	11

3rd LACROSSE

Exeter	2	G.D.A.	11
Roxbury Latin	0	G.D.A.	4
Fessenden	4	G.D.A.	7
Exeter	0	G.D.A.	5
Andover	4	G.D.A.	5
Lawrence	1	G.D.A.	7
Tabor	13	G.D.A.	1

2nd TENNIS

Exeter	9	G.D.A.	0
Brooks	7	G.D.A.	11
Pentucket	1	G.D.A.	4
Exeter	9	G.D.A.	1
Emerson	2	G.D.A.	7
Brooks	1	G.D.A.	8
Exeter	9	G.D.A.	2
Emerson	0	G.D.A.	9
Pentucket	0	G.D.A.	7

2nd SPRING TRACK

Masconomet			
High School	47	G.D.A.	81
(Pentucket	54	G.D.A.	81
(Ipswich	26		
No. Andover	61	G.D.A.	51

3rd SPRING TRACK

Newbury/Salisbury		G.D.A.	2nd
Rowley/Currier		G.D.A.	2nd

FALL ATHLETIC SCHEDULE 1969

FOOTBALL

Sept.	27	St. Sebastian's	Home
Oct.	4	Browne and Nichols	Cambridge
	11	Moses Brown	Home
	18	Milton	Home
	25	Groton	Groton
Nov.	1	St. Mark's	Home
	8	Belmont Hill	Belmont

SOCCER

Sept.	24	Exeter	Exeter
Oct.	1	Andover	Home
	4	Noble and Greenough	Home
	8	Browne and Nichols	Cambridge
	11	Brooks	No. Andover
	15	St. Paul's	Home
	18	Milton	Home
	22	Belmont High School	Home
	25	Tabor	Marion
	29	Medford High School	Home
Nov.	1	St. Mark's	Home
	5	Middlesex	Home
	8	Belmont Hill	Belmont

CROSS COUNTRY

Oct.	8	St. Mark's	Southborough
	11	Moses Brown	Home
	15	St. Paul's	Home
	18	Milton	Home
	22	Exeter	Exeter
	25	Brooks	No. Andover
	29	Andover	Home
Nov.	1	Interscholastics	
	5	Lawrence	Groton
	8	Belmont Hill	Belmont

FINAL REPORT / TWENTY-SECOND ANNUAL GIVING FUND

The Annual Giving Fund, which begins each year on November 15th, terminates on June 27th rather than on June 30th to simplify bookkeeping procedures. Gifts received after this cut-off date are credited to the following year's fund.

1968-1969 ANNUAL GIVING FUND

	<i>Amount</i>	<i>Number of Donors</i>
Alumni	\$47,765.49	723
Parents	30,006.61	221
Other	2,060.00	4
TOTALS	\$79,832.10	948

ALUMNI GIVING

Growth Since Capital Gifts Campaign

<i>Year</i>	<i>Total Given</i>	<i>Number of Donors</i>
1963-64	\$ 9,430.00	361
1964-65	13,868.00	502
1965-66	25,456.63	565
1966-67	29,147.47	602
1967-68	34,996.54	727
1968-69	47,765.49	723

In this, Mr. Wilkie's anniversary year, the Greater New York area, under the leadership of E. William Judson '49 and Joseph S. Montgomery '58, contributed a total of nearly \$17,000 to help swell this year's fund.

To date secondary schools have experienced great difficulty in soliciting funds from large foundations or from the business community. However, an increasing number of companies are now extending their matching gift programs to our level. Perhaps your company is already doing this, or possibly it might consider such a policy. The following companies did match gifts this year:

Squibb Beech-Nut, Inc.	Malcolm von Saltza '44
Harold T. N. Smith Memorial Foundation	R. Dana Pierce '42
Perkins & Squier Company	G. Gorton Baldwin '47
Putnam Management Co., Inc.	Archer B. des Cognets '49
Olin Mathieson Chemical Corp.	William Ainsworth '60
The Hoover Company	Joseph S. Hoover (P)
Morgan-Worcester Inc.	Paul S. Morgan '41
Kidder-Peabody	Donald V. Little '52
	David E. Flavin '46
Philip Morris, Inc.	F. Harrison Poole '39
Arkwright-Boston Mfrs. Mutual Ins. Co.	Marshall B. Dalton (TE)
Union Commerce Bank	George O. Kirkham '51
	Everett W. Smith '32
Textron, Inc.	Kimball W. Page '49
Manufacturers Hanover Trust Co. Foundation	Thomas D. Sayles, Jr. '49
	Frederic J. Sears '55
The Bank of New York	Landon Peters '48
The Norton Company	Peter F. Littlefield '55



THE
GOVERNOR
DUMMER
CHAIR
at \$35.00

THE
GOVERNOR
DUMMER
ROCKING
CHAIR
at \$37.50



Shipped express collect (plus Massachusetts sales tax of 3% for residents of Massachusetts only.)
The Governor Dummer History is also available at \$3.00.
Send your order to the Business Office.

From The Alumni

Randolph Langenbach '63



IN the early 1830's the great complex of the Amoskeag textile mills in Manchester, Massachusetts, with their adjacent millworkers' homes and supplementary waterways, was envisioned and began to be brought about as an integral design.

By the early twentieth century the requirements of the textile industry had changed, competition had accelerated economic catastrophe, and in 1961 plans for the destruction of Amoskeag began.

During his junior year at Harvard, while engaged in the study of architecture, Randolph Langenbach became aware of the Manchester story, which so impressed him with the failure of modern man to comprehend the value of past experience that he has devoted most of his time since then to a documentation of its lessons. He writes:

"The Amoskeag Millyard is probably the most important monument of the Industrial Revolution, but that is not the primary reason for my interest. Before I knew any of its history I had already recognized that these mills offered a solution to the problem of city planning and design which had no equal anywhere else in the country. When we look at contemporary American cities we are invariably impressed with the complete lack of human scale and the extent of visual chaos. However, at Amoskeag there is visual order, without dull monotony, because of the constant use of red brick and white sash windows, and because of the long, unbroken, three-story buildings along the S-curved canals which tie the domestic scaled housing with the mills into a single, urban form."

In pursuit of his project, Randolph has published articles in the *Boston Sunday Globe Magazine*; *Fortune*; *The Architectural Forum*; and, in England, *The Journal of Industrial Archaeology*. In the *Globe* magazine he wrote,

"The design of the millyard segregated rail, truck and pedestrian access with an ease and clarity that makes some of our more celebrated contemporary efforts in this direction seem selfconscious and confused.

"It is because we are, after a hundred years of sorry results, still in the age of the gridiron street plan and uncontrolled and unplanned expansion, that Amoskeag should have an important impact on the nation. Manchester is a rare example of a city developed according to a master plan. The town was completely laid out on paper before a single building was built or a single lot sold by the controlling company . . . Progress was not marked by a repeated scrapping of the earlier buildings and a total remaking of the whole environment. Instead, it involved a continual adaption of the earlier buildings to new needs, within an over-all design scheme that was just as valuable at the end of the development as it was at the beginning a century before.

"Not only were the mills important for their great design," continued Randy in the *Globe* article, "but also because it is only through them that we can capture some of the meaning of the lives of those who worked there."

When Amoskeag lost its reason for existing in its final form the problem of how to preserve it and at the same time utilize it presented too great a challenge. The Urban Renewal plan proposed destruction. The ruined millyard will be paved and parking lots will, in great part, replace it.

"In an effort to save our cities," says Randy, "Too often we shear out their hearts, only to find that a computered program is not sufficient to restore them."

The work of documenting and photographing the Amoskeag Millyard was undertaken both as an independent study and as part of a survey by the Smithsonian Institute. Randy hopes that his forthcoming book on Amoskeag may also help to save some of the early architecture which still exists in other parts of the country.



Alumni Notes

1921

Last fall YUJIRO IWAI, counsellor of Nissho-Iwai Co., Ltd. of Osaka, was awarded the title of Honorary Commander of the British Empire by the British Ambassador to Japan. He was honored later at a luncheon gathering of the Japan-British Society of Kansai.

1923

At a National Society meeting held recently at Salt Lake City, JAMES B. GARDINER was elected president general of the Sons of the



American Revolution. Jim has previously held the offices of vice president general and registrar general.

1933

JACK HOSMER, business manager at the Academy, was recently elected a trustee of the Chelsea Savings Bank with which he was formerly associated as a corporator.

1934

"This is the way to see the country," says HOWARD PECK who, after thirty years in the frozen food business, is touring by trailer with his wife, Buzz. So far they have visited the space centers, the Mardi Gras, Mexico, the Grand Canyon and Canada.

1938

COL. HAROLD AUDET is currently stationed at Fort McPherson in Atlanta, Georgia, where he expects to be for another year.

1941

HERB CHASE lives in Santa Monica, California where he is vice president of Sun Cities Printing Company and publisher of Independent-Journal Newspapers.

1943

PAUL TITUS is general manager of R. C. Ham & Associates, an advertising agency which won top honors last March for the "Best Advertising Campaign of 1968" in Las Vegas, Nevada.

1946

BILL SAFFORD is an accountant for the Walworth Company in Braintree, and lives in Rockland.

1948

The arrival of a new daughter, Kate Woodward, on May 22nd was announced by MAN-NIE and PETE HOUSTON.

1949

A fourth child and first son, Roger Brooke Coulter was born to PAGE and ROBERT COULTER of North Guilford, Connecticut, on April 8th. The baby was named after his grandfather, Governor Dummer trustee Roger B. Coulter of Cohasset.

CARLTON DAY REED, JR. is the Senate Minority Floor Leader for the Maine Legislature. A Democrat, Carlton commands great respect in both parties.



1950

Last March HAL AMRHEIN participated in a Channel 2 TV program in Boston about drugs.

At a February meeting in Boston, DAVID YESAIR was elected to the Fellowship of the



American Institute of Chemists. Dave is a biochemist, and is the youngest member of the organization.

1951

GEORGE KIRKHAM is an assistant vice president of the Union Commerce Bank of Cleveland.

Massachusetts towns having difficulty maintaining adequately manned police departments have a friend in JOHN C. LOSCH who, as a freshman Republican Representative of Holliston, has offered an amendment to a bill sponsored by the Attorney General proposing that two or more contiguous towns may establish a regional police district. John's amendment would give the voters a choice of who should have supervisory control over such a regional department.

1952

From St. Lawrence University where he had recently been appointed secretary of the corporation, comes news that DAVID L. POWERS was granted leave of absence to join a fundraising firm in Great Britain. He will return to St. Lawrence in September.

Leaving the University of Pennsylvania in April, NOBLE SMITH joined Bowen, Gurin, Barnes & Roche, Inc. of New York City and Philadelphia, a consulting firm to schools, colleges, and foundations.

A June graduate from William and Mary Law School, ALBERT WOODRUFF plans to practice law in Virginia.

1954

BOB ABBOTT has become president of Abbott Hall and Co., food brokers, in Cambridge.

1955

Running for the Buffalo, New York Common Council is BILL HOYT, endorsed Democratic candidate from the Delaware District.

A son, William Hemenway, was born March 13 to PHYLLIS and PETER LITTLEFIELD.

RAYMOND RIGNALL is with CARE Mission in the Dominican Republic.

1957

After two years in Germany CAPTAIN GALE FRENCH of the 81st Fighter Squadron anticipates leaving the Air Force.

In Quebec, HENRY LAURELLI is with the Montreal Neurological Institute.

Publisher JAMES SEACREST is a busy man indeed. He continues as business manager and co-owner of the daily North Platte *Telegraph* and last November became stockholder, director, and treasurer of the *Star-Herald* of Scottsbluff, Nebraska. Jim is secretary of the Nebraska Outstate Daily Newspapers Publishers Association; he is treasurer of Nebraskaland Days, Inc., a statewide tourist event held every June. In 1968 at the state Republican Convention he was elected delegate to the Lincoln County convention.

1958



Permanently assigned to the 70th Bomb Wing at Clinton Sherman A.F.B. in Oklahoma, CAPTAIN HARVEY HAYDEN is on temporary duty at a forward base in the western Pacific where he has seen considerable action against enemy targets in Vietnam.

Still with the United Air Lines in New York City, JIM MAIN is also attending night school at Pace.



Arthur Wellman, Jr.

The story of the Wellman family reads like a chapter of the American success story. The Wellman brothers, Arthur, Jr. '42 and John '44 with their dynamic father, Arthur Wellman, Sr., have built up a woolen business from what was once a small New England office and storage warehouse to a world-wide business which extends from South Carolina to Europe to India. Their ever-widening interests range from the importing and processing of wool to research and development in the field of synthetic fibers and plastics.

A brief item in the Boston *Herald* last January announced the change in name of Nichols & Company, Inc., the largest producer of wool top in the country, to Wellman, Inc., in order to reflect the connection of the Wellman family which was responsible for its enormous growth over the past forty years.

President of the company is Arthur Wellman, Sr.; Arthur, Jr. is Treasurer, and John is Vice-President. (See page 2 for further news of Mr. John Wellman.)

1953

CHARLES ABUZA and his wife are the parents of a son, Zachary, born December 8, 1968.

YASUSHI IWAI works for Nissho-Iwai Co., Ltd., one of the leading trade firms in Japan, as assistant manager in charge of the Department of Research and Development. Yasushi and Fukiko are now the parents of three children: two boys aged nine and six years, and a one-year-old daughter.

FREDERICK WALDRON is assistant vice president of the Denver Corporation of Century City, California.

Recently finishing his residency at Rochester Medical School, TOM WHITNEY has set up practice as a pediatrician in Exeter, New Hampshire.



Last year ROBERT TEMPLE was a fulltime instructor at the University of Colorado, where he received his M.S. degree in 1965. This summer Bob will receive his Ph.D. at Colorado

in Boulder, where he lives with his wife, Judith and three children, Peter, aged eight, Joanne, seven, and Andrew, five.

1959

COURTNEY BIRD is teaching at Avon Old Farms, Connecticut.

STEVE HESSE is with Complex Systems, Inc., in New York City.

ROY NASH is in Vietnam.

1960

On March 22nd a son, Lawrence III, was born to LINDA and LAWRENCE MARTIN.

The engagement has been announced of Edyth Williams of Woodbridge, New Jersey to BILL TUXBURY. Bill is a sales engineer with Westinghouse Electric Corporation in Baltimore. An August wedding is planned.

1961

The engagement of Joanna Louise Campbell of Loudonville, New York and Squam Lake, New Hampshire to GEOFFREY DELLEN-BAUGH was announced recently. Geoff is a Ph.D. candidate in chemistry at the University of Pittsburgh.

To "Old Friends at Governor Dummer" DAVE GRAFF writes: "Sorry to have missed the New York gathering. My work with Esso Math and Systems has brought me to London for a five to six-month study, and I am a bit slow with my correspondence."

GEORGE HAWKINS is attending Belknap College.

A White House Fellow in Mr. Johnson's administration, EDGAR KAISER was transferred after Mr. Nixon took office and now serves as personal troubleshooter to the Secretary of the Interior. Edgar went to Washington after serving in Vietnam for a year as a civilian economist.

From Albuquerque, New Mexico comes word that JOHN KEMPF is associated with the Bernalillo County Indian Hospital there.

Living with his wife in Vicenza, Italy, Sp. 5 CHARLES RIGNALL is a translator in the United States Army.

The marriage of Helen Read of Tamworth, New Hampshire to DANA STEELE took place on June 21.

1962

1ST LT. PETER BUTLER is stationed in Vietnam.

EDWARD KLEVEN is traveling as road manager with Dionne Warwick during her concert tours. He writes that the work is enjoyable, but "the hardest part is making sure everyone gets on the same plane and gets to the same place."

Informal weddings are becoming the thing, and on June 20 Ginny Willis of Chestertown, Maryland and TED MOORE were married in an outdoor ceremony in the mountains of Vermont where Ted hails from, comes word from his parents. Ted and Ginny are both Swarthmore graduates and Ted has recently returned from working with the Peace Corps in Nepal. They plan to settle in Boston, where Ted is a naval architect.

Last summer JEBS SELDEN was commissioned a lieutenant (j.g.) in the Medical Service Corps assigned to the staff of the Great Lakes Naval Hospital. Jebbs obtained his master's degree in Health and Hospital Administration at the University of Iowa. He is married to a Denison classmate who is now a high school counselor.

After completing the MBA program at the Amos Tuck School of Dartmouth College, SLATER SMITH is now working for the First National Bank of Boston.

Last September BOB SNYDER was married to Haydie Coya Costa of Santiago, Chile. Bob was active for two and a half years in the Peace Corps in Chile and returned to the States last March.

COLIN STUDDS is secretary of Trinity Western, New York.

1963

In March DAVID BUTLER was stationed at Fort Gordon for his Basic Training after completing one and a half years at Cornell Law School.



In May, upon graduation at Laughlin A.F.B. in Texas, ROBERT FULLERTON was awarded his silver wings as a United States pilot, and was assigned for flying duty on a Strato-tanker.

DICK HAWKINS is serving with the United States Navy.

On November 29, 1968 STEWART STEFFEY was married in Ogden Dunes, Indiana to Elizabeth Ann Roby. This past winter Stewart was a member of the Pittsburgh Jr. Penguins Senior Amateur Hockey Club. He is continuing night school at the University of Pittsburgh.

1964

The engagement has been announced of Mary-Ellen Powell of Peabody to BRUCE FRASER. An August wedding is planned. Bruce is serving with the Armed Forces, and expects to enter the Columbia Graduate School in September.

Kristen Van Swall was married to THOMSON GREGG on Saturday, January 4, in Syracuse, New York. Tom is serving in the United States Navy.

From JOHN HEALD comes word that he and his wife, Martha, are working for Vista in southern Louisiana. Their weekend visitors recently were BOB PALLOTTA and his wife, who were married last Christmas. Bob is in the Air Force stationed in Selma, Alabama.

JOTTY PEARSALL received his B.A. in Spanish from the American University in June, 1968 and in February was stationed in Orlando, Florida with the Navy, having applied to Naval Officers Candidate School.

Patricia Harrison Yozell of Swampscott was married to ROBERT WISE last March. Following a wedding trip to Europe, Bob and Pat settled in North Andover.

1965

DONALD M. CROCKER, JR. was married March 29th to Sandra Crile of Ormond Beach, Florida, in Wooster, Ohio. After graduating from the College of Wooster, Don planned to start working with B. P. Goodrich and Company.

A consistent Dean's List student, BRAD LISTER has made three expeditions for the biology department on Tufts University and has been instructing in that department. He hopes to go on to graduate school.

Co-recipient of the first Fraser Memorial Basketball Trophy to be awarded at Bowdoin was JOHN MACKENZIE.

JIM MCGUIRE was a member of Yale's lacrosse team this spring.

The engagement of Lois Klare of Middletown, Connecticut to BRIAN MERRY has been announced.

PETER SARGENT is a member of Delta Kappa Epsilon fraternity at Amherst.

The engagement of Thea Emily Kaye of Newton Centre to MARK STARR has been announced.



1966

From Washington College, Chestertown, comes news of four former Governor Dummer lacrosse players who are making their presence felt. With TOM HEALD, who wound up his third season as defense starter on the championship Washington team, are CHUCK JOHNSON, CAM SMITH, and TOM SARGENT, of the Class of '68.



Denison athlete BOB BURNHAM is a regular on the lacrosse team and, as a full-back, was named to the 1968 All-Ohio Soccer Association team.

Lacrosseman SCOTT EMERSON continues to play for Denison.

From Brunswick comes word that LEN JOHNSON recently transferred from B. U. to Bowdoin College where he made the Dean's List for the first semester. At B. U. Len helped establish a student-faculty forum and ran for vice president of his class. He lost. After one month at Bowdoin Len ran for the position of secretary-treasurer of his class. He lost again. Undaunted, Len claims that he still has 400 posters for use in future campaigns. We trust that his perseverance will eventually be rewarded.

Len's sister, Jennifer Hall Johnson, recently became engaged to JOHN WELLMAN, JR., who is attending Davidson College where he is a member of Sigma Nu fraternity.

TOM WALKER has been elected to the Student Council at Bowdoin.

1967

From BEN BEACH comes a raft of news about his classmates especially collected for the *Archon*:

BILL BARNES and JAY MARSH have been promoted to corporal in HQ company at Norwich. Bill played first string defense in lacrosse.

ANDY CREED is a second-string goalie on the University of New Hampshire's varsity lacrosse team.

CHUCK DAVIS played No. 4 on Middlebury's great tennis team. Chuck was one of thirty members of the varsity soccer squad who made a three-week European tour last year under the auspices of the People to People Sports Committee. The group played in Denmark, Finland, France, Poland, Russia, Sweden, and West Germany.

PAUL HEMMERICH is social chairman of his fraternity at Dartmouth.

RAY HUARD started at third base for Princeton. Made no errors.

KEVIN LEARY left May first for Marine basic training at Parris Island.

At Harvard, DAN MORGAN is a member of the Owl Club.

Thanks, Ben. And what are you doing when you're not reporting?

FORMER FACULTY: Dr. Keith A. McDuffie, who taught Spanish here between 1960 and 1964, received his Ph.D. in Hispanic Languages from the University of Pittsburgh last April. He has taught two years at the University of Montana, and this July will become Associate Professor and Chairman of the Department of Foreign Languages. He and his wife, Helen, have two children, Anne Lesley and Andrew Keith.

A sociology major, Wheaton College graduate ALAN CHASE '65, will begin his career in social service this summer at the St. Charles Reformatory in Illinois. For some time Alan has been working in the Chicago area endeavoring to help rehabilitate the Blackstone Rangers, an 8,000-member ghetto gang. Speaking at the Baptist Church in Newburyport recently, Alan said that life in the ghetto offers no sense of personal achievement, and that belonging to a gang offers the youngsters a sense of identity. Alan claims that, instead of attempting to wipe out the gangs, the small numbers of offenders should be isolated, and the power of the leaders used to work towards the good of the whole group.

"I am there showing them that a white man can be trusted and is interested," says Alan. "Now we need hundreds more of today's youth who will do the same."



DOUGLAS MILLER

Obituaries

TRAVIS INGHAM '24, son of the late Dr. Charles S. Ingham, Headmaster of the Academy from 1907-1930, died on April 24 in St. Petersburg, Florida. Shortly before his death he wrote, "I was a 'Dummer boy' longer than anyone else — 1913-1924" and, in spite of failing health, his loyalty to his old school recently brought him, as class agent, the distinction of the award for the highest percentage of participation in the Annual Giving Fund. His wryly amusing letters will be sadly missed by the Alumni Office.

Author, newspaper columnist and commentator, Mr. Ingham (brother of the late novelist, Katharine Brush) served in World War II as Field Director of the American Red Cross in the Pacific. He taught at Eaglebrook School and at Admiral Farragut Academy. In recent years he was an editor of the *Lakeland Ledger* in Lakeland, Florida.

A memorial which will take the form of a continuing gift to the Frost Library has been arranged by his family in the name of Travis Northrop Ingham.

* * * *

CYRUS FARLEY MORSE '25 of Marblehead died in March, 1968. A graduate of Dartmouth College, Mr. Morse was for many years associated with the Morse Blacking Company of Peabody. He was the father of two Governor Dummer sons: Alexander '60, and Michael '58. His brother J. Ellison Morse, Jr. of Danvers was also a member of the Class of '25.



MISS MARY E. BURNS, '99, RN and RT, died on June 22, 1969. A truly remarkable woman who devoted her life to the service of others, Miss Burns retired from Anna Jaques Hospital only in May, 1968 after fifty-two years of continuous service. Head of the X-ray Department at the time of her retirement, she had previously been the head nurse in the operating room. A 1907 graduate of Boston City Hospital, Miss Burns followed her profession at Massachusetts General Hospital and in Salem before joining the staff at Anna Jaques Hospital in 1916.

Over the years Miss Burns had received many testimonials for her untiring service. The Newburyport Rotary Club honored her in 1952; the American Red Cross at Danvers in 1966. She was given a surprise tea at Anna Jaques also in 1966, to honor her fifty years of devoted service. The Academy awarded her a Governor Dummer chair in 1948 in recognition of her special kindness to those Academy boys who found themselves temporarily stationed at the Newburyport hospital. Alumni scattered around the world will remember Miss Mary E. Burns with grateful affection.

* * * *

DONN S. RANDALL '47 died in March 1969 of injuries suffered in an automobile accident in September, 1967. Mr. Randall was a graduate of Amherst College, and served for two years in the United States Signal Corps. Formerly marketing manager with Antenna Systems, Inc. of Manchester, New Hampshire, he became president of Larcom Randall Advertising, Inc. of Boston and, at the time of the accident was vice president and an executive committee member of Culver Advertising, Inc. of Boston. Mr. Randall was a founder of the Derryfield School, Manchester.

The school has received word of the death of FRED H. GOODWIN '16, of New York City last December, 1968. A year ago, Mr. Goodwin celebrated his fiftieth year with the firm of Brown, Harris, Stevens, Inc., a real estate company where he was vice-president and director. A long-time follower of the Governor Dummer athletic scene, it was Fred Goodwin who gave the Goodwin Athletic Prize each year at the Commencement Exercises, which was awarded "to that senior who, by athletic achievement and sportsmanship, has brought the greatest honor to his school during the past year." At the time of his graduation from the Academy, Fred Goodwin was invited to a Trustee Meeting where he learned from Dr. Ingham that he had just been elected to membership on the Board of Trustees where he served faithfully for some thirty years.

* * * *

JOHN DWIGHT SEAVER '02, of Waterbury, Connecticut, died on February 4, 1969.

* * * *

MRS. JANE M. GALE, former bookkeeper at the Academy, who is well-remembered by many Alumni between the years of 1931-1952, died at Franklin on January 18, 1969.



